



TA DISTANCE LEARNING CENTRE

Student and teacher: Use this cover sheet for mailing or faxing.

ELA 1104

ENGLISH 10-2

Unit 2 Heroism: Choosing Positive Role Models

Response Booklet 2 (September 2002)

FOR STUDENT USE ONLY

Date Submitted:

Time Spent on Unit:

(If label is missing or incorrect)

File Number:

Unit Number:

Student's Questions and Comments

Apply Label Here

Name

Address

City/Town Province Postal Code

Please verify that preprinted label is for
correct course and unit.

FOR ADLC USE ONLY

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

Teacher's Comments:

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET

When you are registering for distance learning courses, you are expected to submit Response Booklets for correction regularly. Submit each Response Booklet as soon as you have completed it. Do not submit more than one Response Booklet in one subject at the same time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 10-2

Response Booklet 2

Advice:

Your marks on this module will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the average Score of the units, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

CANADIAN CATALOGUING IN PUBLICATION DATA

Ray, Daniel

Jackson, Patricia

Alberta Distance Learning Centre - English 10-2

Pembina Hills Regional Division #7

ISBN 1-894811-57-7

Publisher: Alberta Distance Learning Centre

Authors: Daniel Ray

Patricia Jackson

Contributing Writers:

Keri Helgren

Chris Pethybridge

Marvin Sheets

Resource Development Editor: Margaret Barry

Teacher Editor: Donna Klemmer

Curriculum Validator: Keri Helgren, Black Gold Regional Division #18, Leduc, Alberta

Interior Design and Page Layout: Debbie Westman, Kelly Kennedy, and Cindy Schwab



The Alberta Distance Learning Centre has an Internet site that you may find useful.
The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2001, the Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Revised August, 2002.

No part of this courseware may be transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

Printed and bound in Canada

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Unit 2: Heroism: Recognizing Positive Role Models

Students are expected to

1. complete all assignments, including taped oral performances,
2. place a check mark or your initials in the "Completed" column in the chart below to ensure each assignment is in the Response Booklet,
3. then sign the declaration underneath the chart.

Assignment	Completed	Points Possible	Score
1. Section 1: "Superman's Song": Questions and Charts Song		15	
2. "Action Hero" Questions		10	
3. Section 2: a. "The Visitor" Critical Response		10	
4. b. "The Michelle I Know" Chart, Questions & Self Evaluation and Self Evaluation		20	
5. Section 3: "Rosa Parks' Heroism Still Inspires": Pre-Reading & Content Questions		10	
6. Beginning a Research Project		20	
7. Section 4: "Tom Jackson": Questions and Quotations Exercise		15	
8. Section 5: "Man, You're a Great Player!": Questions and Satire		25	
9. Final Section: Mechanics		10	
10. Journals		5	
11. Vocabulary Log		5	
12. Accomplishment		5	
TOTAL		150 (X 2/3 =)	%

I have checked to see that all the required assignments are completed.

(Date)

(Student's Signature)

Please note that space for *Journal Entries* is included on pages 43, 44, 45, and 46 of this Response Booklet.

Value
15

Section 1: Super Heroes

Assignment 1: "Superman's Song" (*Crossroads*, pp. 10-11)

5

Format

1. Search for information in an encyclopedia or on the Internet (www.cdtjerry.dingojunction.com/index.asp) and fill in the chart below.

Allusions	Details to his Background	Significance to "Superman's Song"
Solomon Grundy	<i>Superman's arch enemy, Grundy wanted all the world under his power. He tried many times to destroy Superman, an obstacle to his success.</i>	<i>Grundy repeatedly threatened the safety of humanity. Though Superman did not profit from overthrowing this evil character, he believed he was responsible for the safety of the world.</i>
Tarzan		
Clark Kent		

2. Fill in the chart with details from the song.

Poetic Elements	Details in Song
Sound	<p><i>Line 3-internal rhyme: "that" rhymes with "cat"</i></p> <p><i>Line 11-repetition of the "s" sound - "Supe" and "straight"</i></p> <p>Your Example:</p>
Imagery	<p><i>Line 2-Reader can picture Tarzan swinging through the air, hanging onto a vine, scooping up an unsuspecting woman and taking her to his lair.</i></p> <p>Your Example:</p>
Shape	<p><i>Repetition of uppercase "S" in words in the title represents the letter Superman wore on the front of his costume.</i></p> <p><i>Line length-line 2 in the stanza is long, mimicking the action of Tarzan swinging from the trees.</i></p> <p><i>The poem has only one margin-left justified-perhaps to indicate that Superman was an ordinary citizen who never veered from his principles.</i></p>

1. The characteristics of Superman and Tarzan that society would find admirable:

Superman's Admirable Characteristics	Evidence in Song
courageous	"forced himself to carry on"

Tarzan's Admirable Characteristics	Evidence in Song
decisive	"he'd just come along and scoop 'em up under his arm"

2. Unfavourable aspects of the lives of Superman and Tarzan:

Unfavourable Aspects of Life for Superman	Evidence in Song
not well paid	"Superman never made any money for saving the world"

Unfavourable Aspects of Life for Tarzan	Evidence in Song
not very intelligent	"dumb as an ape"

3. Plan for Your Song Praising Someone You Regard as Heroic

- a. The person I regard as heroic is _____ .
(parent, friend, neighbour, relative, etc.)

Example: My great-grandmother

- b. What actions or characteristics of this individual do you want to emphasize in your song?

Example: Great-grandma is eighty years old, lives on her own, and volunteers at Meals-on-Wheels. She tells me that it is her responsibility to help disabled senior citizens who are not as mobile as she is. She brings a bit of cheer to people who have few visitors.

Your Choice:

- c. Which allusion is most appropriate as a comparison when discussing this person? Explain.

Example: Great-grandma reminds me of Mother Theresa of Calcutta who helped the sick and the poor in India even when she was elderly and could have retired.

Your Choice:

- d. What style of music (country, rap, rock'n'roll, jazz, blues, opera, gospel, pop) best fits a tribute to this individual? Explain the individual's characteristics and then connect that style with the type of song you choose.

Example: I would choose a ballad to tell Great-grandma's story. The musical style that would probably best fit would be Country & Western or Folk because the words to those songs are easy to hear so everybody would know that Great-grandma is a super person. The tone of the song would show my respect for her willingness to help others.

Your Choice:

Assignment 2: “Action Hero” (*Crossroads*, pp. 12-14)

5

Format

- 1 a. Which of these writing formats—personal or expository—does Openshaw use in “Action Hero”?

- b. From his article, select two sentences to support your answer.

Sentence 1

Sentence 2

2. a. Choose three words or expressions that show a serious tone in “Action Hero”. Explain how your chosen words add a seriousness to Openshaw’s message.

- b. A serious tone is appropriate for this article because Openshaw wants to emphasize the idea that...

- [illegible]

- [illegible]

Section 2: Heroes Among Us

Value
10

Assignment 3a: “The Visitor” (*Reading and Writing for Success*, pp. 14-24)

Re-write the polished copy of your response to “The Visitor” on this page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Expectations for Response to “The Visitor”

	<i>The student...</i>
Excellent 9-10	<ul style="list-style-type: none"> • discusses ideas in a thorough, insightful manner • selects precise support from the fiction • uses fluent and controlled communication
Satisfactory 5-8	<ul style="list-style-type: none"> • discusses ideas in a relevant, thoughtful manner • selects predictable support from the fiction • uses clear communication
Developing 0-4	<ul style="list-style-type: none"> • discusses ideas in a superficial manner • selects vague support from the fiction • uses unclear or blurred communication

	Possible	Received
"The Visitor"	10	

Assignment 3b: “The Michelle I Know” (*Crossroads*, pp. 16-23)

5

Format

1. Using the information from *Crossroads, Reading and Writing for Success*, and this unit booklet, complete the following chart to demonstrate how “The Michelle I Know” uses elements of the short story.

Elements of Plot	Story Details
Initial Incident-What problem complicates life for the main character?	
Rising Action-What conflict adds to the main character's tension? What is done to help her solve this problem?	
Climax-What difficult decision does the main character make?	
Falling Action-How do other characters react to the main character's decision?	
Conclusion-How is the main character's problem resolved?	

2.
 - Choose two characters from the story.
 - Categorize each according to his/her type (dynamic, static, stock/stereotype).
 - To support your opinion, provide one reference or quotation for each character in the story.

Character	Category dynamic, static, stock/stereotype	Evidence from the Story
1		
2		

10

Content

- 1 a. In “The Michelle I Know”, what frustrations does Michelle associate with her illness?

- b. What assumptions does she make about how others will react towards her?

- c. What can you conclude about how people jump to incorrect conclusions when they feel insecure?

2. Even though you may not be in Michelle's situation, you can learn about dealing with people from her experience.

a. Explain what you think the author is suggesting about how to deal with people.

b. How could you benefit by understanding this message?

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. What strategy (organizational charts, pre-reading tasks, vocabulary log, etc.) have you learned or had reinforced in this section which may help you better understand a reading selection? Explain the reason for your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 4: “Rosa Parks’s Heroism Still Inspires”
(*Crossroads*, pp. 28-30)

5

Pre-Reading Clues to Meaning

1. What three pieces of information are you given in the title?
- a. _____
 - b. _____
 - c. _____

2. What added information does the ‘teaser’ to the left of the title supply?
- a. _____
 - b. _____

3. What information about Rosa Parks are you given in the two visuals and their captions on pages 29 and 30?

page 29

page 30

4. List two questions you have about Rosa Parks’s experience that are not answered using pre-reading prompts?

Question 1:

Question 2:

[illegible]

Section 3: Research Project

Value
20

Assignment 5: Beginning a Research Project

Choosing a Topic

5

1. Answer the following questions for the individual you would choose if you were writing a research report.

- a. The person I want to research is

- b. I chose this person because

- c. I know the following about him/her:

- d. I think he/she is heroic because

2. Find six sources of information discussing the person you would choose to research: two book sources, two periodical sources (magazines, encyclopedias, almanacs, etc.), and two electronic sources (Internet, video/TV documentary, etc.)

Book:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

Book:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

I found information about this person in the following two periodical sources:

Periodical:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

Periodical:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

I found information about this person in the following two electronic sources:

Electronic:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

Electronic:	Important information in this source:
Author(s)/Editor(s)	
Title (article and book)	
Publisher	
Place of Publication	
Date	

Expectations for Collecting Information

	<i>The student...</i>
Proficient 3-5	<ul style="list-style-type: none"> • supplies the required number of sources for each category • records complete bibliographical information • provides significant comments about information in source
Developing 0-2	<ul style="list-style-type: none"> • fails to supply sufficient number of sources for each category • records incomplete bibliographical information • provides scant comments about information in source

	Possible	Received
Collecting Information	5	

Personal Connections

1. Discuss how satisfied you are with the information you found regarding this individual.

2. What new information did you learn?

3. What information, if any, surprised you? Why?

4. What did you find most difficult about this assignment?

5. What was the easiest part for you?

6. In what way do you think knowing how to plan a research project may be valuable to you?

Section 4: Heroes Are Made

Value
15

2

Assignment 6: “Tom Jackson” (*Crossroads*, pp. 32-34)

Format

In Assignment 2, you learned about two different formats for writing an article. Re-read those notes and then decide what type of format Brian Bergman uses in “Tom Jackson”. Support your answer with quotes from the article.

1. In “Tom Jackson”, Brian Bergman uses the _____ writing format.

The following two references/quotes from the article support my choice:

- a. _____

- b. _____

2. Add quotation marks, capital letters, and punctuation marks to these sentences as necessary.

- a. Are you planning a long camping trip the park official asked
- b. The camp counsellor replied we'll be out for six days
- c. The campers said firmly we're ready for bad weather
- d. Jordan Mary said have you ever pitched a tent before
- e. Jordan said it must be inside out and then groaned as the tent collapsed

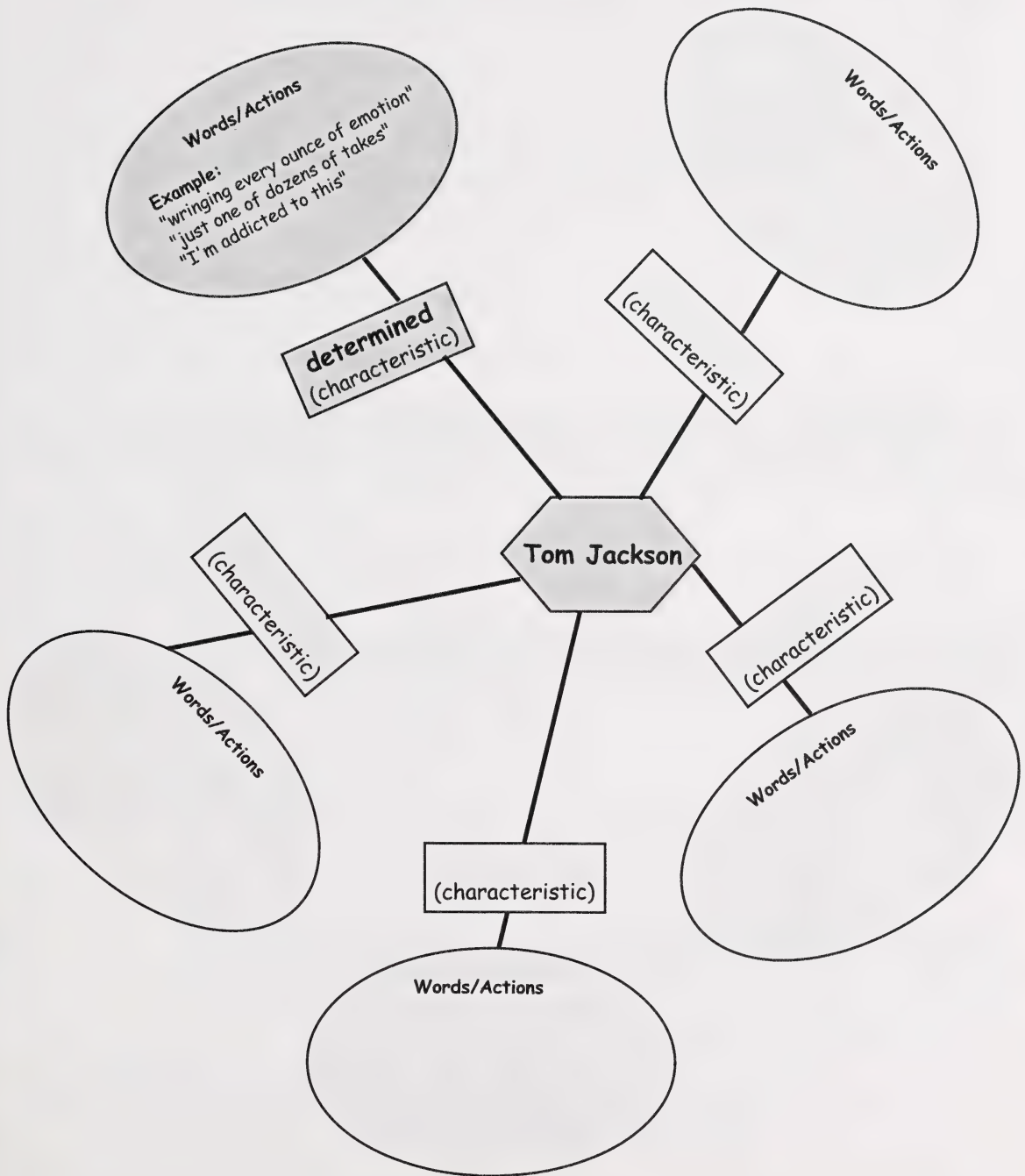
1. What three characteristics does Tom Jackson have that may be considered heroic? Give examples or quotations from the article to support each characteristic you list.

2. What actions of Jackson's may be considered heroic? Explain your choices.

3. You can conclude that a person has specific characteristics by analyzing his words and actions. You used a web in Unit 1: "Looking Ahead" to analyze your own characteristics.
 - a. Now, from Bergman's description of what Jackson has said and done, compose a web showing at least three of Jackson's favourable characteristics with support for each. A sample is provided for you in the following chart.
 - b. Use the following chart to plan your web.

Jackson's Words/Actions	Implied Characteristic
"wringing every ounce of emotion" "just one of dozens of takes" "I'm addicted to this"	determined

Put your information about Tom Jackson into the following web.



Section 5: Sports Heroes

Value
25

Assignment 7: “Man, You’re a Great Player!” (Crossroads, pp. 53-55)

5

Format

1. At what point in the story did you realize that Lautens was not being serious? Did the teaser or title give you any clues? Explain.

2. Name two features that make “Man, You’re a Great Player!” a humorous rather than a realistic or serious sports piece. Support your opinion with quote from the selection.

10

Content

1. In this article, Lautens uses humour to make a point about the hockey. What does Lautens suggest about violence in hockey?

2. Lautens was a journalist known for writing humorous pieces. Would his message in this selection been more effective if he had written seriously about violence in hockey? Explain your opinion.

3. Is the hockey player in “Man, You’re a Great Player!” a hero? Why or why not? Refer to some individuals in the selections you have read in this unit to support your point.

5

Satire: Composing the Plan

Use the following chart to record and organize your ideas.

Who do I know who takes appearance too seriously?
Example: Dolly
Your Chosen Person:
Which aspect of appearance will I make fun of?
Example: Her "mile high" hair styles
Your Chosen Person:
How is this aspect exaggerated in importance?
Example: She owns thirty-seven wigs ranging from six to fourteen inches high. Dolly is only five feet tall so her 'hair' is one third of her height.
Your Chosen Person:

How can I make fun of this?

Example: Birds can be found nesting in her hair, she may get whiplash from a gentle breeze flowing through her hair, her custom-made bicycle helmet would be interesting, etc.

Your Chosen Person:

How do I want to end this satire?

Example: When Dolly dies, her grave is forty-seven miles deep because she was buried wearing her best wig.

Your Chosen Person:

Write the polished copy of your original satire here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Expectations for Original Satire

5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • develops thorough plan • develops insightful ideas • uses impressive stylistic choices • uses language skillfully 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • develops basic plan • develops appropriate ideas • uses few stylistic choices • uses basic language
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • develops clear plan • develops thoughtful ideas • uses effective stylistic choices • uses language effectively 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> • develops incomplete plan • develops inappropriate or incomprehensible ideas • uses awkward structures and blurs communication

	Possible	Received
Satire	5	

Final Section

Assignment 8: Mechanics Pit Stop

A. Replace each underlined verb with a more vivid verb. You may use a thesaurus to help you.

1. Dublin quickly ate the sandwich.

2. She quietly spoke to me.

3. He stopped for a few moments on the path.

4. Smoke from the chimney rose in the crisp fall air.

5. She ran to the enemy's camp.

6. The man fell to the ground.

7. Dublin opened the curtains to reveal his painting.

8. Isatas and Kurt fixed the old house.

9. The taxi and van ran into each other at the intersection.

10. The small plane will fly from Saskatoon to Winnipeg.

11. The young bird watchers watched the young herons with interest.

12. Sasha and Penny walked to the corner store.

13. They plan to knock down those trees to build a bank.

14. The dishes broke during the earthquake.

15. Asid planned to go down the rapids of Buffalo Narrows.

16. Savitri said she had never come to Vancouver before.

17. The Aztec king, Montezuma, was caught by Cortez.

18. Jasmine likes to swim in the ocean.

19. Eric will ask his friends to listen carefully during his speech.

20. No one cuts up a roast like Louis.

B. Select three sentences you wrote originally in any of the assignments in this unit. Underline the verbs and improve them with more vivid verbs.

My sentence:

1. _____

Re-written with more vivid verb:

My sentence:

2. _____

Re-written with more vivid verb:

My sentence:

3. _____

Re-written with more vivid verb:

4-5	Excellent	0-3	Developing
	<i>The student...</i> <ul style="list-style-type: none">• completes exercise with accuracy		<i>The student...</i> <ul style="list-style-type: none">• completes exercise with many errors

Possible	Received
10	

Assignment 9: Journals

Write or attach two of the four journal entries for this unit (pp. 3, 22, 31, 44).

Expectation for Journals

4-5	Excellent	0-3	Developing
	<i>The student...</i> <ul style="list-style-type: none">• provides perceptive thoughts• includes clearly detailed content• establishes a definite purpose• maintains a consistent voice throughout• organizes ideas clearly		<i>The student...</i> <ul style="list-style-type: none">• lacks clear thoughts• provides inadequate content• lacks consistency in voice• fails to organize ideas

	Possible	Received
Journals	5	

Journal Entry ____, page ____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 10: Vocabulary Log

Define and provide a suitable synonym for the following words.

Vocabulary list word	Meaning	Synonym
junglescape	- distinctive features of an area of jungle	jungle terrain
gent		
despair		
assailant		
imminent		
reverentially		

Vocabulary list word	Meaning	Synonym
monotony		
remission		
coaxed		
diva		
civil		
indignation		
wringing		
philanthropic		

Vocabulary list word	Meaning	Synonym
camaraderie		
high-stick		
Donnybrook		
"ham-and-egger"		

Expectations for Vocabulary Log

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> provides definitions that are accurate and complete provides appropriate synonym 		<i>The student...</i> <ul style="list-style-type: none"> provides definitions that are inaccurate or incomplete provides inappropriate synonym

	Possible	Received
Vocabulary Log	5	

Assignment 11: What Have I Accomplished?

Write your polished responses to your reflections in the space below. Be sure to use complete sentences.

1. How involved did I get in these assignments? Why?

2. What risks did I take in these activities?

3. What connections did I make between information in the selections and my life?

4. What have I noticed about the way I learn?

5. What have I done differently in this unit that I haven't done before?

6. What have I done in this unit to accomplish the goals I set for myself in Journal 3 in the "Introduction: Looking Ahead" unit?

Expectations for Self-Awareness

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> shows evidence of critical thinking writes detailed and complete responses 		<i>The student...</i> <ul style="list-style-type: none"> shows little evidence of critical thinking writes inappropriate and/or incomplete responses

	Possible	Received
Self-Awareness	5	

You are ready to celebrate your achievements, and send your work for grading.
You can proceed to *Unit 3: Media Influences-Shaping My Viewpoint (Print Media)*.

End of Response Booklet 2

THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO	THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO
THE UNIVERSITY OF CHICAGO